**EMERALD ROYAL INTERNATIONAL SCHOOL, MPAPE ABUJA**

**LESSON PLAN AND NOTE FOR WEEK 5 ENDING FRIDAY, 10TH FEBRUARY, 2023**

**TERM:** SECOND TERM

**WEEK:** WEEK 5

**SUBJECT:** MATHEMATICS

**TOPIC:** TIME

**SUB-TOPIC:** INTRODUCTION OF TIME

**DATE:** MONDAY, 6TH ANDTUESDAY, 7TH FEBRUARY, 2023

**TIME:** 08:10 – 08:45AM AND 09:25 – 09:55AM

**DURATION:** 40 MINUTES

**PERIOD:** 1ST AND 3RD

**CLASS:** GRADE 1

**NUMBER IN CLASS:** NINETEEN

**AVERAGE AGE:** FIVE

**SEX:** MIXED

**LEARNING OBJECTIVES:** By the end of the lesson, the pupils should be able to

1. Identify an analogue clock
2. Identify a digital clock
3. Identify the hands of clock

**RATIONALE:** for pupils to know how to tell time.

**PREVIOUS KNOWLEGDE:** pupils see wall clocks in their homes and places they visit..

**INSTRUCTIONAL MATERIALS:**

1. Real samples of a clock.
2. pictorial charts of clock.

**REFERENCE MATERIALS:**

1. New general mathematics for primary schools Book 2 by J Aderohunmu, A Arigbabu etal 2014
2. Smart Mathematics primary Pupils Book 2 Cambridge University Press Contributors Are D.A Afariogun, F.C Ona
3. Lantern steps to Quantitative reasoning book 2 by Ore Olunloyo

**LESSON DEVELOPMENT**

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| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Display the clock on a flat surface | Recognises the clock | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | leads the pupils to Identify an analogue clock.  QUDFGFHGAn analogue clock | Identify the analogue clock | For proper understanding |
| **STEP 2** | Teach pupils to  Identify a digital clock  HALF PAST 6A digital clock | Identify a digital clock | For better understanding |
| **STEP 3** | Teach pupils to Identify the hands of clock.  IND | Learns attentively | For further understanding |
| **SUMMARY** | Summarises the lesson by emphasising on the main concept and writes note on the board | Listen and copy their notes | For onward study |
| **EVALUATION** | Asks pupils to  1.Identify an analogue clock  2.Identify a digital clock  3.Identify the hands of clock | Respond to the teachers questions | To test the understanding of the lesson |
| **CONCLUSION** | Summarises, reacts and corrects the pupils | Answer to the teachers questions | To consolidate the lesson |
| **HOME WORK** | Write the hands of the clock  1.The longest hand is \_\_\_\_\_\_\_  2.The shortest hand is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3.The thinnest hand is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Returns home with task | Extending the lesson home |

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**10TH FEBRUARY 2023**

**DEPUTY HEAD INSTRUCTOR ADMIN**

**NB:APPROVED!**

**LESSON PLAN AND NOTE FOR WEEK 5 ENDING FRIDAY, 10TH FEBRUARY, 2023**

**TERM:** SECOND TERM

**WEEK:** WEEK 5

**SUBJECT:** MATHEMATICS

**TOPIC:** TIME

**SUB-TOPIC:** INTRODUCTION OF TIME

**DATE:** WEDNESDAY, 8TH ANDTHURSDAY,9TH FEBRUARY, 2023

**TIME:** 10:30 – 11:10AM

**DURATION:** 40 MINUTES

**PERIOD:** 4TH

**CLASS:** GRADE 1

**NUMBER IN CLASS:** NINETEEN

**AVERAGE AGE:** FIVE

**SEX:** MIXED

**LEARNING OBJECTIVES:** By the end of the lesson, the pupils should be able to

1. State how many seconds make a minute
2. Mention how many minutes makes an hour
3. State how many hours makes a day

**RATIONALE:** for pupils to know how to tell time.

**PREVIOUS KNOWLEGDE:** pupils identify the analogue and digital clock.

**INSTRUCTIONAL MATERIALS:**

1. Real samples of a clock.
2. pictorial charts of clock.

**REFERENCE MATERIALS:**

1. New general mathematics for primary schools Book 2 by J Aderohunmu, A Arigbabu etal 2014
2. Smart Mathematics primary Pupils Book 2 Cambridge University Press Contributors Are D.A Afariogun, F.C Ona
3. Lantern steps to Quantitative reasoning book 2 by Ore Olunloyo

**LESSON DEVELOPMENT**

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| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Review previous knowledge | Respond to the teacher | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teach pupils how many seconds makes a minute.  60 seconds makes 1 minute  60 secs - 1 min | Learn attentively | For proper understanding |
| **STEP 2** | Teach pupils how many minutes makes an hour.  60 minutes makes 1 hour  60 mins - 1 hour | Listen carefully | For better understanding |
| **STEP 3** | Teach pupils how many hours makes a day.  24 hours makes a day  24 hours - 1 day | Learns attentively | For further understanding |
| **SUMMARY** | Summarises the lesson by emphasising on the main concept and writes note on the board | Listen and copy their notes | For onward study |
| **EVALUATION** | Asks pupils to  1.State how many seconds make a minute  2.Mention how many minutes makes an hour  3.State how many hours makes a day | Respond to the teachers questions | To test the understanding of the lesson |
| **CONCLUSION** | Summarises, reacts and corrects the pupils | Answer to the teachers questions | To consolidate the lesson |
| **HOME WORK** | 1.How many seconds makes 1 minutes?  2.How many minutes makes 1 hour?  3.How many hours makes 1 day? | Returns home with task | Extending the lesson home |

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**LESSON PLAN AND NOTE FOR WEEK 5 ENDING FRIDAY, 10TH FEBRUARY, 2023**

**TERM:** SECOND TERM

**WEEK:** WEEK 5

**SUBJECT:** MATHEMATICS

**TOPIC:** TIME

**SUB-TOPIC:** READING ON HOUR AND HALF TIME

**DATE:** FRIDAY, 10TH FEBRUARY, 2023

**TIME:** 09:20 – 09:55AM

**DURATION:** 40 MINUTES

**PERIOD:** 3RD

**CLASS:** GRADE 1

**NUMBER IN CLASS:** NINETEEN

**AVERAGE AGE:** FIVE

**SEX:** MIXED

**LEARNING OBJECTIVES:** By the end of the lesson, the pupils should be able to

1. Read clock on hour time
2. Read clock on half time
3. Read clock on quarter time

**RATIONALE:** for pupils to know how to tell time.

**PREVIOUS KNOWLEGDE:** pupils learnt about the seconds, minute and hour time.

**INSTRUCTIONAL MATERIALS:**

1. Real samples of a clock.
2. pictorial charts of clock.

**REFERENCE MATERIALS:**

1. New general mathematics for primary schools Book 2 by J Aderohunmu, A Arigbabu etal 2014
2. Smart Mathematics primary Pupils Book 2 Cambridge University Press Contributors Are D.A Afariogun, F.C Ona
3. Lantern steps to Quantitative reasoning book 2 by Ore Olunloyo

**LESSON DEVELOPMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGES/STEPS** | **TEACHER’S ACTIVITIES** | **PUPILS’ ACTIVITIES** | **LEARNING POINTS** |
| **INTRODUCTION** | Display the clock on a flat surface | Recognises the clock | Arousing the pupils interest |
| **PRESENTATION**  **STEP 1** | Teach the pupils to read clock on hour time  TIME 11 o’clock 2 o’clock  When the long hand is on 12 and the short hand is on any number, the time is o’clock | Learn attentively | For proper understanding |
| **STEP 2** | Teach pupils to read clock on half time  HALF PAST  Half past 1, half past, 2 half past 3  When the long hand is on 6 and the short hand is on any number, the time half past | Listen carefully | For better understanding |
| **STEP 3** | Teach pupils to read clock on quarter time  fghjh  Quarter past 11  When the long hand is on 3 and the short hand is on any number, the time quarter past  gghgjh  Quarter to 8  When the long hand is on 9 and the short hand is on any number, the time quarter to | Learns attentively | For further understanding |
| **SUMMARY** | Summarises the lesson by emphasising on the main concept and writes note on the board | Listen and copy their notes | For onward study |
| **EVALUATION** | Asks pupils to  1.Read clock on hour time  2.Read clock on half time  3.Read clock on quarter time | Respond to the teachers questions | To test the understanding of the lesson |
| **CONCLUSION** | Summarises, reacts and corrects the pupils | Answer to the teachers questions | To consolidate the lesson |
| **HOME WORK** | New general mathematics for primary schools  Workbook book 2  Page 32  Worksheet 22  Exercise 1 | Returns home with task | Extending the lesson home |

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**DEPUTY HEAD INSTRUCTOR ADMIN**

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